DOCUMENT RESUME

ED 188 665 JC 800 261

AUTHOR McCormick, Anne
TITLE Identifying the Need for a Child Care Center at College of the Sequoias.
PUB DATE 28 Feb 77
NOTE 45p.: Ed.D. Practicum, Nova University

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Access to Education: Child Care Occupations: *Community Colleges: *Day Care: *Day Care Centers: Day Students: Females: Literature Reviews: Males: *Married Students: Needs Assessment: School Surveys: Student Costs: Two Year Colleges
IDENTIFIERS College of the Sequoias CA

ABSTRACT

A survey, posing specific questions relating to the need for child care services while attending college, was mailed to the 916 day students at the College of the Sequoias who had been or were married. The survey sought to determine whether a significant number of the students would want and use college-supported child care facilities. Major findings, based on 315 responses, indicated that 53% of the respondents would use a child care center and that 77% of the students who said they would use these facilities were between the ages of 20 and 30. A sizeable portion (43%) signified that they had limited their school careers because of child care needs and 73% of those who desired child care at the college indicated that they would increase their class load if such a service were offered. Almost 90% of those wanting child care expressed a willingness to pay for it and most preferred payment by the hour. The study report presents summary conclusions and recommendations as well as a review of the literature related to the advantages of college-based child care facilities for students with pre-school children, the children themselves, and child development majors. A bibliography, the survey instrument, and additional comments made by respondents are appended. (JP)

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IDENTIFYING THE NEED FOR A CHILD CARE CENTER AT THE COLLEGE OF THE SEQUOIAS

By

Anne McCormick, M. S.
College of the Sequioas
Visalia, California

A Practicum Presented to Nova University
in Partial Fulfillment of the Requirements for the
Degree of Doctor of Education

February 28, 1977

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ABSTRACT

With the implementation of the regulations of Title IX of the Educational Amendments of 1972 young mothers are entitled to complete their education with full access to the resources and facilities provided by the public school system.

College of the Sequoias has a daytime student enrollment of over 3500 students. In the past, no child care services have been offered these students by the college. It was hypothesized that a sufficient number of students would want and would use child care facilities supervised by the Home Economics Department to warrant establishing a center.

A survey posing specific questions relating to the need for child care and the pursuit of schooling was mailed to 916 married day students at the college. Three hundred and fifty replies were returned. One hundred and sixty-seven of those replying stated that they would use a child care center and 148 responded that they would not. Twenty-eight percent of the men and 74 percent of the women responding said they would use the center. More than 70 percent of those responding to the survey were women.

One hundred and seven parents indicated they would bring their children to a college child care center as soon as it is available. One hundred and thirty-five students signified they had limited their school careers and 134 replied they would increase their class loads as soon as their children can be adequately cared for.

The majority of the students seem to prefer paying for child care by the hour and 208 of the students surveyed were willing

to pay for child care.

The hypothesis that a child care center is needed was supported by the findings of this study.

NOTE: A child care center has subsequently been established at College of the Sequoias, Visalia, CA.

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INTRODUCTION

The writer and other members of the Home Economics Department at College of the Sequoias believed that a significant number of our students would benefit from a child care facility at or near the college. Many of our students had communicated to use their need for child care services. Richard Grajeda, Director of the Extended Opportunity Program and Services had written a letter to the author commenting on the lack of child care services for students in his program (See Appendix A). Sporadically members of the Student Executive Board and others have approached the Administration with requests for child care services for the student population.

A questionnaire was developed and reviewed by a number of the author's peers. A sampling of the questionnaire was conducted with selected students and co-workers for validation and modification. It was then determined to mail a copy of the questionnaire to all day students at the College of the Sequoias who are, or who have been married.

The Director of the Computer Center at College of the Sequoias provided the writer with an address label for 916 students who were identified as being married or having been married. The writer then mailed letters, questionnaires and return addressed envelopes to these

students. In an attempt to determine whether a prepaid postage envelope would influence the return of the survey 323 of these letters carried a prepaid postage envelope. In the remaining 593 envelopes the writer enclosed a request to return the survey to her mailbox at the college. Two hundred and six or 64 percent of the prepaid postage envelopes were returned. Sixty-seven students used their own postage and the remaining 42 students hand delivered the survey. Of the surveys mailed out without return postage only 18 percent were returned. The inclusion of return postage appeared to facilitate the return of the questionnaire.

Upon the return of the questionnaire the writer, with the assistance of several students, transmitted the answers to standard answer sheets. The standard answer sheets were then analyzed by the use of the college computer. These results showed a desire on the part of 164 students for a child care center and adds support to the development of a child care center at or near the campus of the College of the Sequoias.

BACKGROUND AND SIGNIFICANCE

BACKGROUND AND SIGNIFICANCE

The Home Economics Department and the Extended Opportunity Program and Services Departmen among others believed a need for a child care center at College of the Sequoias existed.

A greater percentage of women are entering community colleges than ever before.[4] The average age of the College of the Sequoias student is twenty-four. Many of these students are married and many of them have children.[7]

With the implementation of the regulations of Title IX of the Educational Amendments of 1972, young mothers are entitled to complete their education with full access to the resources and facilities provided by the public school system.[5] Problems can be avoided by providing support for these young mothers so they can complete their education. Schools, including College of the Sequoias, can also train mothers to work efficiently with their children.[5, 12] The skills our schools teach must be relative to the needs of society.[19]

Children are the most likely of all age groups in America to live in poverty.[11] The parents of these youngsters need a chance at educating themselves and elevating their living standards. Cross advises us to encourage our young people to further their education.

We know that college graduates, regardless of ability or socio-economic status make higher salaries than those without postsecondary education.[4] We must provide suitable child care while these young people are attending classes. A child care center at College of the Sequioas would aid more parents to complete their education by relieving them of the worry "who will take care of my child?" A conscientiously organized child care center would benefit the parents of the children being cared for there.[18] Many parents would not be able to attend school without such a campus center.

Christenberry writes that many people in our society have argued that women should stay home while their children are young. If a mother has to "leave" her young children with someone else while she goes out to work, it has been assumed until recently that she did so only because she must in order to provide for her family. Christenberry poses a question that the writer is also interested in. How may be best provide loving care for these young children who spend most of the day out of their own homes or in the care of someone other than their mother? Who shall care for them?[3]

The National Child Care Consumer Study, conducted for the Office of Child Development by Unco, Inc., Arlington, Virginia, has recently been completed and a summary of statistical highlights from the four-volume final report has

been prepared for the Office of Child Development. The study surveyed the patterns of child care use in the United States, including the types and costs of child care used, by whom and why, and consumer attitudes and preferences on child care. Data was gathered in 1975 through 4,609 interviews in households with children under 14 years of age.

The study which covered care by babysitters, relatives and neighbors and by day care centers, nursery schools and family day care homes, found that a substantial portion of care is provided by relatives, and that most parents surveyed consider day care by relatives to be the most satisfactory arrangement. An estimated $6.3 billion is spent on day care each year in the United States, with 55 percent of all dollars paid to homebaded, unrelated providers, 18 percent to relatives and 25 percent to nursery schools and day care centers.

Forty-seven percent of all households using one of nine principle types of child care, regardless of the number of hours used, do not pay for child care; 80.7 percent of this unpaid care is provided by relatives in the child's own home. Twenty-two percent pay less than $10.00 per week, while 31 percent pay $10.00 or more per week. The overall mean cost is $14.73.[28] What the report does not include is a description of the quality of child care involved.

There are 5 to 6 million preschool children whose mothers are working and for whom only 700,000 licensed day

care slots are available.[17] A high percentage of existing day care programs are offering purely custodial services, parking lot services for our children. You know the price we pay for this neglect--the cost of remaining neutral during these critical first years of life, when a child develops feelings about self-worth, motivation, initiative and ability to learn. It is in these first five years of life when the child's foundation is built or often permanently destroyed.[17]

The lack of quality day care, for children whose parents must be away from home, was voted to be our nation's greatest child care problem by the 1970 White House Conference on Children. Young reports many parents have no alternative but to place their children in poor day care settings. Other children are left unattended or are cared for by older siblings who are themselves in need of an adult's supervision. This is not the quality of socialization and care that every child needs and should have.[27]

When mothers of preschool children go back to school, some substitute care must be available. Extensive need for good substitute care, especially by many low-income mothers who cannot afford its full cost, has led the Home Economics Department at College of the Sequoias to propose a child care center.

Other schools have day care programs on campus which are very effective. An unique example is George Mason

University in Fairfax, Virginia which is a commuter school. Most of its students are married and many have young children. The school started developing their child care center in 1971. The center was opened in 1973 with 20 parents and 10 children registered. The following semester 50 parents and 25 children were served and by fall 1975 the center was serving 70 children.[13]

Sacramento City College in California has a campus children's center located in portable rooms. The center cares for children 2½ through 5 years of age. The staff has professional help and acts as a practice lab for early childhood development majors.[29] Bakersfield City College, Modesto City College and many others offer the same type of operation. Some of the fees are on a sliding scale according to family income, some are set fees. Most school centers are open 7:30 a.m. through 4:30 p.m. although Sacramento City College is also open 5:00 p.m. to 9:30 p.m. Monday through Thursday.[29] The College of Education at the University of Illinois has developed a play group, one day a week, for 2 to 5 year old children and their parents.[21]

According to Ravenscraft, 40 percent of the nation's accredited colleges and universities offer some kind of early child care services. About 90 of these programs are classed as day care centers, 135 as nursery schools, 75 as laboratory schools, and 125 as combination types.[21]

We are aware of the need for child care services, and cognizant of the types of programs offered by other schools. There are other concerns that the Home Economics Department at College of the Sequoias needs to be aware of. There is a need for special parental education within our educational system. Children and young people are our nation's most vital natural resources. As a country, Mead admonishes, we cannot afford to have parents neglect their family responsibilities whether it be from ignorance or inertia.[14,15] We must always consider that children learn from their parents and that parents can also learn from their children.[14]

Terrl H. Bell, the U.S. Commissioner of Education, told delegates to a national Parent Teacher Association convention that learning to be a parent in no longer a routine part of the growing up process.[26] In fact, the Office of Child Development of the Department of Health, Education and Welfare has a pilot program of courses on parenting being given in five hundred high schools across the United States for students who already are, or soon will be, parents.[9,22] Before too many years pass, Toffler suggests, we will develop the professional parent vocation.[25]

As Carleton Washburne, one of the giants of American progressivism, warned in 1925, "Every child has the right to live fully and naturally as a child. Every child has the right also to be prepared adequately for later effective

living as an adult."[1] It is the school's responsibility to help students to do a good job of rearing children.[10]

The national demand for child care services for young children has been steadily increasing. Dr. Edward Ziegler, former Director of the Office of Child Development, Department of Health, Education and Welfare, identified expected trends in a statement before the United States Senate, Child Care Hearings:[25]

> The population of children under six in the United States now approximates 21 million. In 1969, fewer than 20 percent of these were served by preschool programs. Since 1960, the number of licensed day care facilities has tripled and the number of children in other preschool programs has doubled. If this trend continues, kindergarten and nursery school enrollment will increase from 3.9 million children in 1960 to 6.3 million in 1980. . . . There is at present a shortage of trained personnel in programs for young children... The Department of Labor estimates that 23,000 new teachers in early childhood education will be needed each year between now and 1980 to cope with accelerated pre-primary enrollment.

A child care center at College of the Sequoias could be developed to provide a laboratory setting for students in Child Development, Child Psychology and for those students planning a career of working with children. At the present time students in these classes must find children off campus with whom to conduct assigned observation and participation.

Students in Preschool Education would be able to use these facilities for laboratory assignments. At present

these students must be assigned observation and participation time in myriad Nursery Schools located throughout the College of the Sequoias district (in Tulare and Kings Counties). Observation by the instructor of students in these locations is difficult by reason of travel time and distance.

In addition to releasing the child's parents so that he or she may continue their education there will be many advantages for the child. A well-planned child care program will offer children experiences that contribute to their physical, social, emotional, intellectual, and creative development. The children will be able to explore thier world through books, music, creative activities, play, through experiences with science and nature, and through interaction with other children and adults. Their physical needs will be provided for by nutritious diets, rest periods, physical activities and supervision. All of these would be beneficial for the child.

PROCEDURES

PROCEDURES

After determining that it would be beneficial for College of the Sequoias to identify a need for a child care center a questionnaire was developed. Said document was revised several times with the help of students and co-workers. A group of students and co-workers answered the questionnaire and items were revised leading to its final form (see Appendix C).

A cover letter was drafted (see Appendix B) which also was presented to co-workers and some students for perusal and comment. The revised letter and questionnaire were then sent to a print shop for completion.

Return addressed envelopes were also procured for inclusion in the mailing, with 323 of these being prepaid postage. The remaining 593 enveloped were sent out with a request that the survey be returned to the writer's mailbox at the College.

Mr. Jack Theige, Director of the College of the Sequoias Computer Center was able to withdraw all of the names of the day students who were married, or who had been married. The Computer Center then prepared 916 gummed address labels for use in this survey.

With the help of several students the writer inserted the cover letter, questionnaire and return envelope into the addressed envelope. The letters were mailed at

a bulk rate cost of 2¢ per envelope.

The original proposal was to include a sense card with the questionnaire for the student to mark on. It turned out to be impossible to include the sense card in the mail and the standard answer form was of a type that could not be folded. Consequently, it became necessary to use a number 2 pencil and mark a standard answer form (see Appendix D) for each returned questionnaire. Several students assisted the writing in transfering the survey replies to a standard answer form.

The marked standard answer forms were taken to the Computer Center for tabulation the computer. They have been charted through differing aspects of the questions and will be discussed further in this paper. A copy of the cover letter to the student and a copy of the questionnaire will be found in the Appendix (see Appendix B and C).

RESULTS

RESULTS

Of the 916 questionnaires mailed to married students attending the day session at College of the Sequoias 215 were returned within one month. A follow up was conducted, first by placing two articles in the school newspaper urging the return of the questionnaire and then by telephone contact.

There was a drop of 257 students between the fall and spring semesters. It was assumed that some of these were married students who received the questionnaire. Some of these students did not plan to return to school and thus may not have returned the questionnaire. Thirty-seven of the questionnaires were returned marked "does not apply to me." Some others were returned unanswered.

Telephone contacts disclosed many students who had moved or who had had their telephones disconnected. Forty-two students replied that they had no children and no need for a center.

Excluding the "do not apply" categories 100 additional questionnaires were received in the two months following the first count.

Since a critical determination of the survey was contained in question six "Would you use a child care center during school hours," the survey was divided into two sections. Respondents answering "yes" totaled 167 and those answering "no" totaled 148.

Although the questionnaire was mailed only to married students attending College of the Sequoias there were varying replies as to the student's actual marital status as can be seen in Table 1.

Table 1

Current Marital Status

Marital Status	Replying "No"		Replying "Yes"	
	N=148	%	N=167	%
Married	121	81.8	131	78.4
Divorced	15	10.1	19	11.4
Separated	7	4.7	10	6.0
Widowed	2	1.4	4	2.4
Single	3	2.0	3	1.8

It should be noted that 61.8 percent of our students were under 21 years of age,[7] but only 27.4 percent of those who replied to the questionnaire were 21 or younger.

Fifty-six percent of the students who said they would not use a child care center were 31 years or older. Assuming that the children of these people were over 6 years of age there would be not need for child care services for them. Slightly over 77 percent of the students who said they would use a child care center were between 20 and 30 years of age. Table 2 identifies the ages of the students in the survey.

Table 2

Age of Respondent

Age	Replying "No" N=148	%	Replying "Yes" N=165	%
Nineteen or under	2	1.4	7	4.2
Twenty to 21	10	6.8	25	15.0
Twenty-two to 25	27	18.1	64	38.3
Twenty-six to 30	25	16.9	40	24.0
Thirty-one or over	84	56.8	31	18.5

It may be that mothers are more responsible for child care than fathers. Table 3 indicates that 71 percent of the students who replied to the survey were women.

Table 3

Sex of Respondent

Sex	Replying "No" N=148	%	Replying "Yes" N=167	%
Male	43	29.1	47	28.1
Female	105	70.9	120	71.9

As may be seen in Table 4, almost twice as many parents with one child indicated they desired day care.

Table 4

Number of Children of Respondents

Children	Replying "No" N=148	%	Replying "Yes" N=165	%
None	21	14.2	27	16.2
One	33	22.3	67	40.1
Two	51	34.5	47	28.1
Three	15	10.1	15	9.0
Four or more	28	18.9	11	6.6

Sixty-four percent of the parents who would like their children cared for had youngsters whose age would make them eligible for the center. As can be seen in Table 5 only 20 percent of the students who did not want care had children the same age.

Table 5

Number of Children Between Two and Six Years

Number	Replying "No" N=145	%	Replying "Yes" N=165	%
None	115	79.3	58	35.2
One	18	12.4	82	49.7
Two	3	2.1	16	9.7
Three	2	1.4	4	2.4
Four or more	7	4.8	5	3.0

In replying to the question "Hve you limited your school classes because you needed someone to care for your children while you were at school?" 24 percent of those not wanting child care had limited their school career. As may be seen in Table 6, 60 percent of those who would like child care indicated their school careers had been affected.

Table 6

School Career Limited

School Limited	Replying "No" N=147	%	Replying "Yes" N=164	%
Yes	36	24.5	99	60.4
No	111	75.5	65	39.6

Table 7 reveals that those students who would like child care seem to be carrying fewer units than those who do not desire care but the differences are not great.

Table 7

Number of Units

Units Carried	Replying "no" N=148	%	Replying "yes" N=165	%
Zero to six	41	27.7	55	33.3
Seven to nine	34	23.0	44	26.7
Ten to twelve	43	29.1	41	24.9
Thirteen to fifteen	20	13.5	21	12.7
Sixteen and over	10	6.7	4	2.4

Eleven percent of those who did not ask for child care and 73 percent of those who did, indicated they would increase their classes if child care were available. Table 6 preducts a total of 134 people would increase their study load if their children were taken care of.

Table 8

Increase Class Load

More Schooling	Replying "No" N=145	%	Replying "Yes" N=160	%
Yes	17	11.7	117	73.1
No	128	88.3	43	26.9

Table 9 indicates that almost 90 percent of those wanting child care would be willing to pay for it.

Table 9

Would Pay for Child Care

Would Pay	Replying "no" N=138	%	Replying "yes" N=162	%
Yes	63	45.7	145	89.5
No	75	54.3	17	10.5

When reading Table 10 it appears that more students would prefer fees for a child care center to be set at an hourly rate.

Table 10

Fee Schedule for Child Care

Fee rate	Replying "No" N=121	%	Replying "Yes" N=159	%
Hourly rate	55	45.5	63	39.6
Two-hourly rate	22	18.2	24	15.1
Half-day rate	25	20.7	36	22.6
Full-day rate	17	14.0	36	22.6
Other	2	1.6		

As can be seen in Table 11 the majority of those replying to the questionnaire appear to know other people who might attend college if child care were available.

Table 11

Additional Number of People Who Might Attend College

Number	Replying "no" N=145	%	Replying "yes" N=163	%
None	57	39.3	31	19.9
One	21	14.5	37	22.7
Two	26	17.9	32	19.6
Three	12	8.3	25	15.3
Four or more	29	20.0	38	23.3

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Repeated requests from students, women's re-entry group, and the Home Economics Department prompted the initiation of the survey. Questionnaires were tabulated three months after the letters were mailed. Some of the questionnaires were returned with comments that indicated students felt it was "about time" College of the Sequoias considered a child care center. Students in the nursing programs wanted to make us aware of their special problems regarding the unusual hours they require child care. Other people remared that they would have like a center when their children were young, but were happy that other mothers would be able to take advantage of a child care center (see Appendix E and F).

While 61.8 percent of our student population were under 21 years of age only 27.4 percent of those who replied to the survey were 21 or younger. Perhaps students under 21 may feel that having children and needing them cared for was something that would occur only in the unknown future and for that reason neglected to send back the questionnaire.

Seventy-seven percent of the students who would use a child care center were between 20 and 30 years of age. Children between the ages of two and six might very logically have parents in this age bracket. The task of

caring for children falls primarily upon the woman and it was interesting to note that 71 percent of the students who replied to the survey were women.

Thirty respondents had children between the ages of two and six but did not want college child care for them. However, 107 students did have children whose ages would make them eligible for a child care center and these parents did want college child care services.

When 135 students out of 315 say that they have limited their school career because they lacked child care services this is a limitation of their human endeavor. A statement from 134 students that they would increase their class load if child care facilities were available should indicate to use that we were not providing services to our students that they required.

Many of our students have children and those children deserve good things from life. The parents of these children need their education. We need to support the young mothers and fathers in their upward mobility struggle.

There is a great lack of quality day care and many parents have not alternative but to place their children in poor day care settings. Tt is not the cost of day care that worries young parents, although finding cash for child care and other items certainly could be a major problem. Most of our students would not mind paying for child care.

The students would prefer to pay for their child's care on campus on an hourly rate. They have asked that the child be taken care of for a reasonable period of time. They have not asked that the school take complete charge of their children.

Our normal school hours are from 8:00 a.m. to 4:00 p.m. but a small segment of our students would need child care starting at 6:30 a.m. This is a problem that would have to be given consideration when planning the operation of a center. The Home Economics Department must be able to work out scheduling for the convenience of staff and students.

A child care center at or near the College of the Sequoias would be beneficial in that students who have children would have a safe place to leave them while they were attending classes. The children would receive social and educational attention and would benefit from attending the center. Student enrollment should increase because of this facility.

The Home Economics Department has well over fifty students in the Preschool Education Program and three times that number in Child Development classes. These students would be able to work with children and would be able to observe and participate in the center. The college would be able to respond to the imperative to prepare qualified personnel for preschool programs.

The hypothesis that a child care center is needed was supported by the findings of this survey. The request has been tendered, College of the Sequoias needs to examine the steps necessary to establish such a center.

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30. -----. Sacramento City College Bulletin, undated.

APPENDIX

APPENDIX A

IVAN C. CROOKSHANKS, Superintendent/President
LINCOLN H. HALL, Assistant Superintendent, Instruction
VERNON J. SILVA, Vice President, Student Personnel Services
RICHARD C. JACOBSEN, Vice President, Business
LeROY A. BERG, Vice President, Evening College
BILL BETTENCOURT, Dean of Men
LOIS A. HOPKINS, Dean of Women
JAY G. QUINN, Dean of Special Student Services

COLLEGE OF THE
SEQUOIAS
Mooney Boulevard, Visalia, California 93277

November 3, 1976

Dear Anne McCormick:

Among the students who have come to the financial aids office for financial assistance, a significant number have been women who have not only requested financial assistance for educational costs but for child care costs as well. Because no child care center is available on campus, the women must seek out a person who will care for their child in a home, often under conflicting circumstances, as well as, less than a desirable environment. A child care center on campus or nearby would certinaly alleviate many problems for women students with pre-school children.

Sincerely,

Richard L. Grajeda

RICHARD L. GRAJEDA, Director
Extended Opportunity Program
and Services

APPENDIX B

COLLEGE OF THE SEQUOIAS

915 SO. MOONEY BOULEVARD – VISALIA, CALIFORNIA 93277
TELEPHONE (209) 733-2050

To: College of the Sequoias Student

It has long been the feeling of the Home Economics Department at College of the Sequoias that we should have a Child Care Center on or near the campus.

If we were to have a Child Care Center it would benefit us in two ways:

1. Students who have children would have a safe place to leave their children while they were attending classes. The child would receive social and educational attention and would benefit from attending the Center.

2. Students in Child Development, Child Psychology and those planning a career of working with children would be able to observe and participate in the Center.

We would appreciate it if you would answer the enclosed questionnaire and returning it in the enclosed envelope (by return mail if possible.)

Your cooperation in this may help us to substantiate the need for a Child Care Center.

Very truly yours,

Anne McCormick

Mrs. Anne McCormick
Home Economics Dept.

IVAN C. CROOKSHANKS, Superintendent/President - LINCOLN H. HALL, Assistant Superintendent, Instruction - VERNON J. SILVA, Vice President, Student Personnel Services
RICHARD C. JACOBSEN, Vice President, Business - LeROY A. BERG, Vice President, Evening College - BILL BETTENCOURT, Dean of Men
LOIS A. HOPKINS, Dean of Women - JAY G. QUINN, Dean of Special Student Services

APPENDIX C
QUESTIONNAIRE

INSTRUCTIONS:
On the line to the left of the question write in the "letter" for your answer.

_____ 1. Current marital status?
married (a) divorced (b) separated (c) widowed (d) single (e)

_____ 2. Your age?
19 or under (a) 20-21 (b) 22-25 (c) 26-30 (d) 31 or over (e)

_____ 3. Your sex?
male (a) female (b)

_____ 4. How many children do you have?
none (a) one (b) two (c) three (d) four or more (e)

_____ 5. How many of these have had their second birthday and not yet reached their sixth birthday?
none (a) one (b) two (c) three (d) four or more (e)

_____ 6. Would you use a child care center during school hours?
yes (a) no (b)

_____ 7. Have you limited your school classes because you needed someone to care for your child while you were at school?
yes (a) no (b)

_____ 8. How many units are you carrying?
0-6 (a) 7-9 (b) 10-12 (c) 13-15 (d) 16 and over (e)

_____ 9. Would you take more classes if there were child care facilities available?
yes (a) no (b)

_____ 10. Would you be willing to pay for child care?
yes (a) no (b)

_____ 11. If there were a charge for campus care, would you prefer:
hourly rate (a) two-hourly rate (b) half-day rate (c) full-day rate (d)

_____ 12. How many people do you know who might attend college if Child Care were available?
none (a) one (b) two (c) three (d) four or more (e)

APPENDIX D

PRINT YOUR NAME IN THE BLOCKS PROVIDED. BLACKEN THE CORRESPONDING LETTER IN EACH GRID.

LAST NAME | FIRST | MI

IDENTIFICATION NUMBER

DATE: MO | DAY | YR

USE A #2 PENCIL ONLY

INSTRUCTOR _____ DEPT. _____ COURSE _____

STANDARD ANSWER SHEET

APPENDIX E

These are some of the comments from students who said they would not use child care services at the College.

Part of the reason it took me 5 years to get my AA degree was due to lack of child care funds and facilities.

My children are all teenagers. It is noted that I personally, have no requirements to use a child care center. It is recognized that may students do have a need for this service. Therefore I would support it wholeheartedly.

This is a program that C. O. S. really needs. It would be possible for a lot of mothers to attend class. Any help to further education for the housewife is greated needed and appreciated.

I certainly would have used child care before my girls reached school age.

I have limited my schooling in prior years.

Child care center on campus is a great idea. I, myself do not have children, but if I did I would certainly use such a center.

Our children are grown. I think this is a good program for young people.

No, but it my children were younger I would use the child care center.

I feel this is a great opportunity for mothers who want to go back to school as well as for their children.

Why would the child care center be limited to college student dependents? I'm sure there are many working women who need a <u>good</u> day care center.

I feel there is a definite need for child care at the college. I would have used such a service when I went back to school four years ago. Since it wasn't available it took me much longer to graduate.

This doesn't apply to me.

I think the college is long overdue for a child care center. Next semester I will be attending CSU Fresno, and I was surprised and very pleased to see a child care center there.

This will be a great service for women now and in the future.

My sister would like to take LVN classes by has a 4 year old child keeping her out of school.

APPENDIX F

These are comments from students who said they would use a child care center during school hours.

I was enrolled full time but had to drop because I lost my sitter and couldn't find one we could afford and still enable me to finish my schooling.

Would this go for evening class also. My husband and I are planning to attend evening?

I would take some classes that I really want instead of classes to fulfill credits.

Good luck with this project. Wish it had been in effect a few years ago - I would have returned to school sooner. Am sure you will have no trouble filling a child care center affiliated with a Child Development Program. Those at other colleges and/or universities have been very successful.

My husband and I are working on starting a family and it is in my plans to continue with classes at C.O.S. if it is possible. Having a child care center would help. Perhaps a cooperative effort could be considered.

Because I'm in the RN program it has been impossible to limit my class hours. I have to be in class or clinic for several hours a day. Students in the Nursing programs need day care as early as 6:30 a.m. which is another big consideration in finding a day care center.

Consider 6:30 a.m. for nursing students.

Will there be a sliding pay scale based on the families ability to pay?

Need flexibility - mothers' class schedules change.